
**IMPROVING COMPETENCIES OF PACKET C TUTORS THROUGH G SUITE FOR
EDUCATION TRAINING****(Case Study at PKBM Cahaya Kahuripan Bangsa Lembang)****Lince Sari Dianawati Leatemia¹, Erni Furwanti², Enceng Mulyana³**¹ IKIP Siliwangi, ² PAUD Adinda Bandung, ³ IKIP Siliwangi¹ lincesaridiana@yahoo.com, ²erifura@yahoo.co.id, ³ mulyana@stkipsiliwangi.ac.id**ABSTRACT**

This research aims to answer how G Suite for Education training might contribute toward competency increase of PKBM Cahaya Kahuripan Bangsa's Packet C tutors. The goal is to describe data about how the training is planned, how the training proceeds, and how the results of the training are. The qualitative approach is implemented through narrative descriptive methods. Data is gathered through observation, interview and document study. The subjects of this research include PKBM Cahaya Kahuripan Bangsa tutors as participants of the training, the instructor and the organizing committee. Gathered data shows that in the planning phase, instructor recruitment emphasizes heavily on the competencies of the instructor candidate. The lesson plans and curriculum devised by the instructor is further adapted to meet the competencies as described by Google and stresses on product. On the process, the participants explore more time to try the products on their own. The participants are happy and feeling beneficial, yet they feel the time is too sparse. The benefits they feel, in general, includes the ability to understand and use new applications usable in classroom learning contexts. The results show that the training improves the tutors' competencies.

Keywords : Packet C, Training, G Suite for Education, Innovation, Tutor**INTRODUCTION**

Indonesia is facing a fourth industrial revolution—infamously dubbed the 4.0 Industrial Revolution (Amir Piliang, 2019, p. 2; Suryani, 2018, p. 1). The country is undergoing various changes. Some observers argue that the Industrial Revolution 4.0 (hereinafter abbreviated RI4.0) is an era of disruptive innovation (Amir Piliang, 2019, p. 5; Surniandari, Rachmi, & Kaafi, 2018, p. A-8). This is because there are a lot of innovations emerged in the RI4.0 era (Yoon, Thin, Thao, Im. & Gim, 2018). Many new markets emerged, causing various constructive and destructive changes to the existing social

order. RI4.0 is able to replace existing technologies in both practical terms and lifestyle (Ariyani, 2018).

Therefore, teachers are required to continue various activities in order to improve their competencies, so that they are able to face millennial generation of students (Richert, Shehadeh, Plumanns, Groß, Schuster, & Jeschke, 2016). Of course, we don't wish to face a situation where 3.0, 2.0, or even 1.0 teachers face 4.0 students. Had this happened, Indonesia's education would have suffered lags (Lobova, Bykovskaya, Vlasova, & Sidorenko, 2019), way behind that of countries who had been preparing themselves for RI4.0. The quality of teachers must be in accordance with the performance of teachers expected in the RI4.0 era (Normah Kamani, & Yunus, 2019). They must be upgraded to 4.0 Teachers (Adamu, 2016; Abdelrazeq, Janssen, Tummel, Richert, & Jeschke, 2016; Bolat, & Bas, 2018).

Among the components in teacher capacity, especially in the field of non-formal education (Kieu, & Singer, 2017), is a component of digital literacy (Caprino, & Martinez-Cerda, 2016; Latchem, 2018) and the use of information technology (Fernandes, Rodrigues, & Ferreria, 2018). We may not deny that the advancement of information technology has had a positive impact on the advancement of today's education. Computer and internet technology, both in terms of hardware and software, provide many possibilities and choices to support the learning process (Danurdoro, & Wulandari, 2016; Chirwa, 2018). This is not merely limited to information obtainment speed, but also multimedia facilities that can make learning more interesting, visual and interactive (Petrescu, Gorghiu, & Lupu, 2015; Tom, 2016). In line with the development of internet technology, many learning activities can be done using this technology.

Traditional conventional classroom methods used for generations will soon have no place in Education 4.0 (Greaves, Nabhani, & Bahous, 2019). In addition, traditional-conventional learning activities require considerable costs in preparing the infrastructure (rooms, laboratories, libraries, furniture, learning media, etc.). Keeping that in mind, many education providers including PKBM Cahaya Kahuripan Bangsa as an institution that organizes non-formal education began considering distance learning as an alternative study approach, deemed more effective and efficient, as an answer to RI4.0. Various technologies and applications are created in an effort to support the operational activities of human life and organizations, including learning and teaching activities.

The problem is in PKBM Cahaya Kahuripan Bangsa, not all tutors are ready to run distance learning classes. The capacity of tutors on the use of information media and information technology in supporting the learning process is still low. Facilities available at PKBM Cahaya Kahuripan Bangsa, as well as facilities owned by tutors, are barely sufficient to support distance learning and Education 4.0.

Therefore, in order to address this problem, the researcher intends to conduct a research entitled "Improving competencies of Packet C tutors through G Suite for Education training (Case Study at PKBM Cahaya Kahuripan Bangsa Lembang)".

METHOD

This study uses a descriptive qualitative approach implementing the descriptive method. The data collection techniques used in this study are as follows: 1) Observation, where the conservation used in this study is participatory observation, 2) Interview between researchers and participants of the study, individual face to face, 3) Literature Studies, and 4) Documentation Studies. In this study, the primary data source used was Packet C Tutors of PKBM Cahaya Kahuripan Bangsa, training instructor and organizing committee. The secondary data sources used are documents and literature which are reviewed respectively in the study of documentation and literature studies. In conducting data collection, the researcher is assisted by observation and interview guidelines.

RESULTS AND DISCUSSION

Results

Research Field Condition

Cahaya Kahuripan Bangsa Foundation (CKB) took the initiative to organize PKBM independently for Lembang and surrounding communities, which are part of Kabupaten Bandung Barat, free of charge. This free education was successfully implemented thanks to contributions from the CKB Foundation and supporters. Since its emergence in 2010 until recently, PKBM CKB has purely relied on contributions provided by the CKB Foundation and supporters; even so, the entire program was successfully implemented free of charge and could be joined by anyone without exception.

The free education held by PKBM CKB is principally far from discrimination based on Tribe, Religion and Race (SARA). PKBM CKB has implemented *education for all*, lifting the slogan "CKB Little Indonesia". PKBM CKB continuously strives to provide an educational ecosystem filled with the noble values of Pancasila, regardless of ethnic background, religion, race, ethnicity or the like, both from tutors and also the learning community.

PKBM CKB uses a three-storey shop building as the center of its activities. This building is located in the center of Lembang, which is in the Kompleks Ruko Central Lembang Blok B-6, Jalan Maribaya No.1 Lembang. This building is 135 m² wide and is the property of the CKB Foundation, loaned for PKBM CKB activities.

Planning Stage

At the training planning stage, a training participant recruitment process is carried out. In overall, the process of implementing recruitment and selection can be described as follows.

1. Widespread information about the G Suite for Education In-House Training (IHT) program that will be implemented as well as the requirements of participants.
2. Accept the registration of prospective participants.
3. Recapitulate the list of prospective participants who have registered.
4. Determine the selection technique that will be used.
5. Selection of prospective participants.
6. Determine the results of the selection.
7. Announce the results of the selection.
8. Prepare a list of participants who have been accepted.
9. Arrange complete data of participants.

In addition to this stage, the instructor recruitment phase is also carried out. The rapports for this training instructor are as follows.

1. Minimum age of 21 years
2. Attach the latest education diploma
3. Having competencies of trhe field of training (in this case the competencies to use G Suite for Education apps)
4. It is preferable to have previous work experiences in the field
5. Is healthy, both physically and spiritually
6. Free from the use of narcotics, psychotropic substances and other addictive substances (drugs) as evidenced by a health certificate from the hospital or doctor
7. Does not have a criminal record proven by a letter of recommendation (SKCK) from the police

The stages of instructor recruitment are as follows.

1. Announcement of instructor recruitment
2. Prospective instructors' registration
3. Administration selection
4. Selection of technical competencies
5. Interview with prospective instructors
6. Announcement of recruitment results

Other stages that are carried out in training planning are teaching materials planning. At this stage, instructional materials are prepared by the instructor and approved by the committee. According to the instructor, the teaching material he made was adjusted to the curriculum provided by Google. Adapting to the situation and conditions before the implementation of the training, the training plan is rearranged to a training curriculum and schedule. After the curriculum and schedule are compiled, the committee and instructor develop indicators for each unit.

Execution Phase

On the first day of training Monday, January 7, 2019, participants are introduced to training instructors who will guide them in the training process for the next few days. This activity takes place from 11.00 WIB to 12.20 WIB. On the first day, all interviewees observed showed high enthusiasm. Mrs. D seemed most enthusiastic because when instructions are given, she took the initiative to do the instructions herself. Mr. S, in line with Mrs. D, seemed busy helping other participants who had difficulty accessing the Google Play Store. Mrs. W had seemed confused following the instructor's instructions but for the help of fellow participants, especially Mrs. D and Mr. S, Mrs. W could attend the first day training process smoothly. Mrs. S, on the other hand, had her own difficulties because she used an iPhone device. The instructor intervened to help Mrs. S to be able to attend the training process. Mrs. E, even though she was the most senior age compared to other participants, could take part in this training smoothly while occasionally saying mild jokes to melt the atmosphere.

On the second day, Tuesday, January 8, 2019, there were two materials divided into three different sessions. In this day, the interviewees observed showed high focus and willingness to cooperate with other participants. Mrs. D did not bring a laptop so she attended the training along with other participants who carried laptops. Mrs. W, on this day, actually seemed most enthusiastic about attending the training. Mr. S, on the other hand, still looked busy helping other participants who are constrained both in terms of accessing the internet and giving direction to which buttons to click on, helping the instructor. Mrs. S didn't bring a laptop but brought an iPad; due to differences in device brands, she was more assisted by the instructor.

On Wednesday, January 9, 2019, the training was divided into two sessions. Although it has been going on for three days, the enthusiasm of the participants does not seem to recede. Mrs. D joined with other participants. Mrs. D sat with other participants who brought laptops and looked enthusiastic about watching the application access process through the laptop. Mr. S is busy helping other participants who have difficulties throughout the training. Mrs. W can take part in this training without problems. Mrs. S looks more assisted by the instructor because the devices used are different brands. Mrs. E still came first compared to other participants.

On Thursday, January 10, 2019, the training is divided into three sessions. Today's training material, especially in the first session, provoked the participants to be active

because the assessment process of learning is something they do everyday. Mr. S doesn't help too many other participants. Even Mrs. S, who in the past few days had asked many questions and was specifically assisted by instructors, was not assisted by the instructor at all today. Mrs. W seemed focused and enthusiastic even though she did not say many questions to the instructor.

On Friday 11 January 2019, the training is divided into two sessions. During today's training process, all participants did not ask many to the instructor. However, their enthusiasm is clearly visible today. They look amazed, especially when they access Google Earth to observe the image of environmental conditions in other areas far from where they are. Mrs. D looks absorbed in accessing images in various places on the face of the earth. Mrs. S seems to have understood how to use the application that is being presented by the instructor even though she uses a different device. Mr. S also did not seem to be busy helping other participants in today's training. Mrs. W and Ms. E used one shared computer device and both of them seemed to ask the instructor the most; starting from how to download applications to their respective smartphones, even as far as too access Google Earth and Google Maps via a computer.

On the last day, January 12, 2019, the training was divided into two sessions. In the last session, the committee invited an expert of digital citizenship as a guest instructor. On this last day, participants who asked the instructor a lot because they were having difficulties were now engaging the instructor to discuss the material presented and expressed their opinions regarding the issues and problems presented instead of numerous questioning. Mrs. D, although at first seemed confused following the instructor's presentation, after asking a few questions and asking for a re-explanation, finally became the most active in asking the instructor — specifically related to the prevention of hoax news dissemination. Mr. S seemed enthusiastic about recording the new information he had obtained from the instructor's exposure. Mrs. S occasionally starts discussing state topics with instructors especially regarding the behavior of citizens who are good at dealing with 21st century phenomena such as the spread of hoax news. Mrs. W also participated in discussions that Mrs. S and Mr. S started. Mrs. E, on the other hand, often served as the "conclusion" of the discussion. When the discussion process has been going on for some time, Mrs. E more often expresses a statement that summarizes what the other participants have said and arranges it into a kind of conclusion.

Training Results

The training has increased the competence of Packet C tutors who attended. What is required on the indicator has been achieved in the results of the training. Tutors apply what they learn in their daily learning in their own way. Both young tutors and senior tutors can all apply technology in classroom learning.

The statement above is backed by the fact that this research shows observable results; that the participants demonstrated their proficiency to:

- identify G Suite for Education including its apps,
- understand how the synergy between applications may benefit the learning process,
- deal with common technical difficulties in paperless learning contexts,
- download all needed apps to facilitate classroom learning through the Play Store,
- use Google Forms and Google Docs to organize paperless learning situations,
- manage classroom contexts with Google Classroom,
- communicate with students through Google Classroom,
- check student attendance with Google Classroom,
- assign and grade tasks with Google Classroom,
- design yearly Google Classroom-facilitated learning plans,
- recapitulate grades given in Google Classroom,
- search and surf the internet with Google Chrome and Google Search,
- encourage students to understand internet contents as a whole and critically analyze them,
- benefit from internet information to support learning process,
- use Google Earth and Google Maps as a media that supports learning process and incorporate the apps to teachers' syllabuses,
- enrich learning process through YouTube videos,
- select the right YouTube video for a specified learning purpose,
- use Google Docs and Classroom to support collaborative distance learning,
- demonstrate a clear, complete understanding and positive attitude as a citizen who uses the internet,
- analyze various internet issues (i.e. hoax, hate speech) and respond to them, and
- encourage students to respond to internet issues and phenomenas wisely.

Discussion

From the information above, it can be proven that this training process is in accordance with the principles, strategies and training evaluations revealed by Supriyanto (2007). The description below seeks to link each of the principles, strategies and training evaluations to the research findings.

The principle of partnership guarantees partnerships between facilitators and participants. This can be proven by how training evaluation indicators and instruments do not emphasize training participants only as 'students' but also as partners. By conducting evaluations in the form of performance observations, the instructor does not merely assess whether the participants master what is presented by the instructor, but also open the opportunity for the instructor to provide follow-up in the form of guidelines and directions to evaluate themselves.

The principle of real experience guarantees the ongoing learning activities of adult education in real life situations. Through the observation and training planning instruments above, it can be proven that this training prioritizes how the material discussed can be applied in real life situations, in this case in the teaching and learning situations faced by tutors.

The principle of togetherness requires the use of groups in adult education learning activities to ensure maximum interaction among participants supported by the facilitator. In this training, especially from observations, it can be proven that this training adheres to the principle of togetherness because the training participants are given the widest opportunity to conduct maximum interaction between the participants and the instructors acting as facilitators.

The principle of participation is to encourage maximum involvement of participants in adult learning activities, with facilities from participants. In this training, participant participation is not limited of any kind by instructors. The participants are not only involved in passively receiving material from the instructor, but also active involvement, which can be seen from asking, discussing and even concluding the results of discussions that occur in the training process.

The principle of independence encourages participants to have freedom in finding learning goals. In this training, participants were given the freedom to explore the features and interface of each application as well as the freedom to explore the facilities provided by the application in order to meet training objectives and indicators.

The principle of sustainability guarantees the continuity of the material learned now with the material that has been studied in the past and with the material to be studied in the future. In this training, the speakers did not ask the instructor as much as they asked on the previous day — that is to say, what they got from the previous days they used again to study the material studied at the meeting that day so that there is observable continuity.

The principle of benefit guarantees that what is learned in adult education is in accordance with the needs felt by the participants. This training was prepared with the aim of initially to meet the needs felt by participants, especially the need to master 21st century technology and meet the demands of RI4.0.

The principle of readiness guarantees mental readiness and physical readiness of participants to be able to carry out learning activities. In this training, the schedule, materials, curriculum and training planning were informed to the training participants before the training began so that they had time to prepare themselves before attending the training.

The locality principle guarantees that the material being studied is locally specific. The results of this training are generally specific abilities that will be used to solve participants' problems in their respective places, as immediate as they have walked out of the training room.

The principle of integration guarantees the integration or integration of adult education material. The materials prepared in this training have been integrated and systematically arranged.

In addition to the principle problem, the implementation of this training also fulfilled the adult training strategy proposed by Supriyanto (2007). The description below attempts to explain each strategy and how this training implements the respective strategies.

Practical and problem-centered learning. Based on the description of the training process, we can observe that this training is very practical and problem-centered. The practicality of the training material can be seen from the practice weights against theories and evaluation instruments used, as well as how the participants learn. This proves that this training is a practical and problem-centered training.

Adults love learning that integrates new information with their experiences. In this training, the process of realigning experiences can be observed from the statements of the participants. Most of them said that their experience teaching in class was enriched with this training, especially related to how to integrate their teaching experience in the classroom with technology so as to create an integrative and paperless classroom learning climate. The experience of the participants during teaching is used as a benchmark by the instructor to introduce them to the material the instructor would present.

Adults love learning that increases their self-esteem. This is very evident from the evaluation instruments used. By holding a performance test, the instructor can avoid judging by numbers that have the impression of "indicting". Performance evaluation through observation allows instructors to conduct clinical evaluations.

Adults love learning that shows individual attention. With performance evaluations, the instructor can pay attention to each individual participant specifically so that the evaluation is very constructive. The participants felt that they were paid attention individually and this greatly supported the success of the training.

In the end, there was an increase in the competence of Packet C tutors who participated in G Suite for Education IHT. In general, what is required on the indicator has been

achieved in the results of the training. The results achieved will be assessed based on the competency standards of tutors of equality education, especially referring to PP No. 19 of 2005 concerning National Education Standards. The competency standards for equality education tutors include four components: (1) pedagogical and/or andragogical competencies, (2) personality competencies, (3) social competencies, and (4) professional competencies.

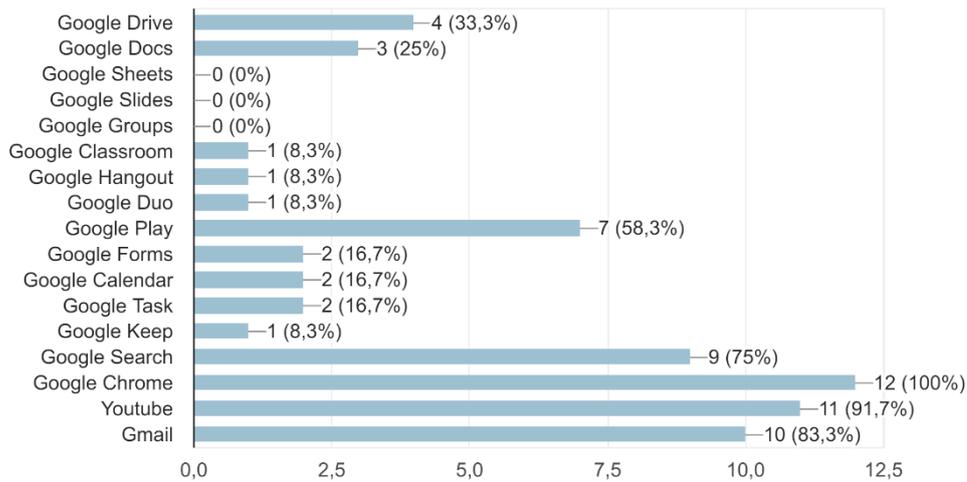
The improvement of pedagogical and andragogical competencies through this training can be seen from how the participants were able to use the G Suite for Education facilities to carry out learning. Each tutor has their own method which is of course adapted to their personality, their goals and the learning community they face.

With this training, participants become more mature and open; they become wiser in addressing the phenomena of 21st century technology, especially related to learning and social phenomena such as hoaxes. This training even dedicated a session specifically addressed to discuss digital citizenship and positive online behavior which contains about addressing the spread of hoax content and negative content.

Social competence regards the ability of educators as part of the community. After attending this training, participants now communicate more effectively through digital media. They know what actions should not be done in the digital domain, such as trolling and flaming or even the spread of hoaxes.

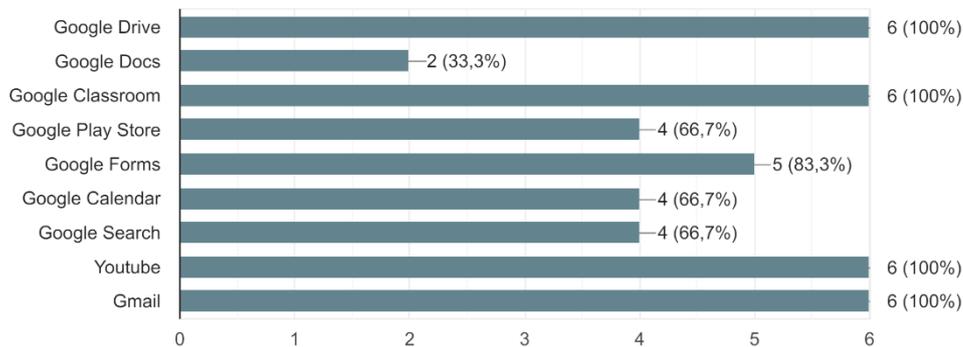
Professional competence is an ability that is concerned with mastering learning material widely and deeply. This training allows participants to enrich their mastery of learning material by training them to be able to use devices and the internet to learn independently. This training did not equip them with material, but provided them with how to use the device to improve the mastery of the material. This means that the impact that will occur in the professional competencies of the participants becomes sustainable; the participants are now able to keep up with the latest information and knowledge because they have been provided with a way.

In addition to the aforementioned description, the success of the training may also be evaluated by looking deeper into the recapitulated data of a questionnaire spread to the participants. The following graph shows the list of G Suite for Education apps and how many participants master them.



GRAPH 1. Pre-test recapitulated questionnaire data of participants who master G Suite for Education apps

The following graph also shows the list of G Suite for Education apps and how many participants master them. We draw from another set of questionnaire results, recapitulated and organized to a graph.



GRAPH 2. Post-test recapitulated questionnaire data of participants who master G Suite for Education apps

The first graph shows the recapitulated questionnaire results filled by participants at the beginning of the training, while the second graph shows the same results filled by participants at the end of the training.

We may observe that Google Drive sees a substantial mastery rate increase from 33% to 100%. Such significant raise can also be seen at Google Classroom—from the initla 8,3% to 100%. The similar rate increase to 100% also happened on YouTube and Gmail. Google Forms also sees a significant increase, from 16,7% to 83,3%. Though not 100%,

such rate increase demonstrates how this training benefits the participants in terms of their G Suite for Education apps mastery.

In short, this training succeeded in increasing the competence of the training participants, in this case the PKBM Cahaya Kahuripan Bangsa Packet C Tutors.

CONCLUSION

From the results of the research that has been carried out, it may be concluded that the implementation of G Suite for Education training for tutors improves their competence.

In the planning stage, instructor recruitment emphasizes the competence of prospective instructors. The arrangement of instructional materials and instructor curriculum is adjusted to the competencies required by Google and focuses on products. The instruments for evaluating each meeting were carried out by performance tests and observations. The compiled indicators emphasize the ability to use the product and how the product or application is used in the learning context.

During the process, participants are given more opportunities to try applications themselves. Instructors act as facilitators and provide direction and guidance to participants. Training participants solve problems encountered independently or in groups; should they cannot be resolved, the instructor intervenes to participate in solving the problem. The participants felt this training was beneficial for them but the implementation time was lacking. The benefits felt by participants in general are to recognize new things that can be used in the context of learning in the classroom.

The results of the training have increased the participants' competencies. What is required on the indicator has been achieved in the results of the training. Tutors apply what they learn in their daily learning in their own way. Both young tutors and senior tutors can all apply technology in classroom learning.

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